

IDEA Update – Transition Regs - Indicator 13 and 14

In conjunction with the reauthorization of IDEA 2004 the Office of Special Education Programs asked states to develop a six-year state performance plan and submit annual data around 20 indicators beginning February 2007.

Why is this important for CTE teachers to note?

Two of the indicators (specifically 13 and 14) relate to the transition services and post-graduation success of students with disabilities who may currently be placed in your classrooms.

Indicator 13 relates to transition services for students and addresses:

1. measurable postsecondary goals in education and or training,
2. employment opportunities,
3. measurable annual IEP goals that accurately reflect postsecondary goals,
4. and students' courses of study related directly to their postsecondary goals;

Essentially, IDEA will be asking school districts to report on what “percent of youth aged 16 and above with an individualized education program (IEP) that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.” [20 U.S.C. 1416(a)(3)(B)]

As a key collaborative partner with Special Ed in serving the same students CTE teachers are responsible for providing educational opportunities that lead to the successful accomplishment of IEP goals and the related post-secondary goals. The educational opportunities take the form of courses of study that align with federal guidelines regarding career clusters. Much of this information is available to you through the IEP Packet and at ARD meetings or by contacting the student's special education teacher.

Indicator 14 relates to the percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school. (20 U.S.C. 1416 (a)(3)(B))

This implies all states including Texas will be held accountable and will need to report on the number of successful youth who transition into employment and/or other postsecondary opportunities. For CTE teachers this means focusing on those students who have opportunities for acquiring academic-work skills within a career cluster such as

1. coo-ops,
2. work-study programs
3. completion of certification requirements and garnered skills necessary to:
 - a. obtain industry-recognized certifications and/or qualifications for employment purposes and/or
 - b. enter community colleges or technical/trade institutions.

For more information on IDEA, career clusters and Indicators 13 and 14 please visit our website.